

# Parental Involvement on Sped Students' Education in Modular Distance Learning

Bernadette R. Dumdum

Secondary School Teacher, Department of Education, Cebu Technological University, Cebu, Philippines

## ABSTRACT

This research determined the level of parental involvement on Special Education students learning using Modular Distance Learning during the school year 2021-2022 at Luray II National High School, Toledo City Division. This study employed the descriptive correlational method to gather data on the parental involvement of students with special educational needs. Thirty parents who have children with special needs were assessed in this study and majority of the parents are aged 40-49 years old, females, married, high school graduates, earned less than ₱10,000 temporary or contractual workers and whose children have hard of hearing. The study concluded that parents are moderately involved in sustaining motivation and coaching and tutoring. They are also highly involved in school-based activities and home-school conferencing. Findings of this study also shows that parental involvement is consistently found to be positively associated with gender, highest educational attainment, and combined family monthly income. With this, school administrators must conduct capability building for parents to strengthen their involvement in school especially in their child's education. Moreover, parents should be provided with a guide which reminds them of their duties and responsibilities as the facilitator of their child's learning.

**KEYWORDS:** Special Education, Parental Involvement, Sustaining Motivation, Descriptive-Correlational Method, Coaching and Tutoring, School-Based Involvement, Home-School Conferencing, Toledo City.

## 1. THE PROBLEM AND ITS SCOPE INTRODUCTION

### Rationale of the Study

During the COVID-19 pandemic, distance learning has challenged many educators, families, and students. Students who struggle academically or typically get individual support are more likely to fall behind during distance learning. Students from underserved communities like those with disabilities have been particularly affected. The closure of the schools has unprecedentedly altered the daily lives of the students, their families, and their educators.

In response to widespread school closure, a group of Special Education (SpEd) advocacy and innovation organizations has formed educating all Learners Alliance to support the education of students with disabilities during COVID-19. In the United States, state and local education agencies must comply with the Individuals with Disabilities Education Act

(IDEA) which should not prevent any school from offering educational programs through distance instruction. In line with this, parents' support is encouraged to provide their children with instructional help. Parental involvement is essential for student achievement in traditional school settings, especially for students with special needs. Many parents feel uninformed about the current educational practices and how they can be more involved with their child's learning. Most of them do not know their child's achievement in school.

In the Philippines, the critical role of parents in education has been further intensified due to changes brought about by the pandemic. Most students are now shifting to modular distance learning (MDL), especially for learners in remote areas where internet connectivity is not readily available.

**How to cite this paper:** Bernadette R. Dumdum "Parental Involvement on Sped Students' Education in Modular Distance Learning" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-7 | Issue-2, April 2023, pp.1152-1172, URL: [www.ijtsrd.com/papers/ijtsrd55170.pdf](http://www.ijtsrd.com/papers/ijtsrd55170.pdf)



IJTSRD55170

Copyright © 2023 by author (s) and International Journal of Trend in Scientific Research and Development Journal. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<http://creativecommons.org/licenses/by/4.0>)



In Luray II National High School, parental involvement is encouraged, especially for students with special needs. Parents in distance learning are labeled as learning facilitators or module-ator. However, as observed by the researcher and, at the same time, a teacher of the said school, some parents are not supportive of their child's learning. Some were absent during meetings or conferences, while others were not consistent in attendance during the retrieval and distribution of SLMs.

Parental involvement in the academic life of a student in SpEd is a powerful tool in reaching high achievement and bridging achievement gaps of students. However, there was little research conducted on the influence of parental involvement on students with special needs. Thus, this study intended to determine the parent's level of engagement and establish a relationship between parental involvement and learners' academic performance. This study will be the basis for improvements, particularly in building connections with the parents and students' performance in school.

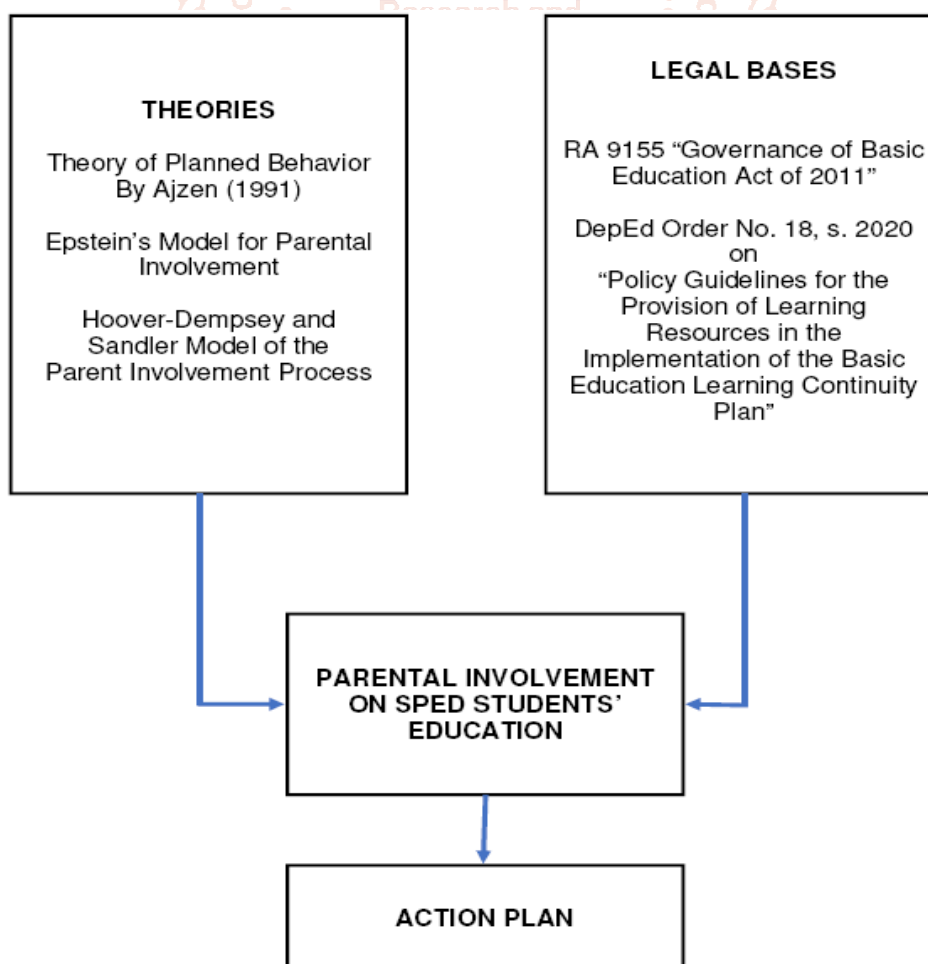
### Theoretical Background

The three theories that support this study are the Theory of Planned Behavior, Epstein's Model for Parental Involvement, and Hoover-Dempsey and Sandler's Model of the Parent Involvement Process.

Parents play a crucial role in their child's development and education. Aside from providing basic needs and education, they also nurture them through showing love, attention, and support. Their guidance develops their child's character until they become independent and ready to face life's challenges.

The main theory that this study anchors on is the Theory of Planned Behavior (TPB) by Ajzen (1991). This is designed to predict and explain behavior patterns in a specific context. This theory also focuses on the motivational reasons that lead to higher intentions to perform a behavior because the stronger the will to engage in conduct, the more likely its performance to increase. The TBP sets a model for humans' actions in which intentional behavior is determined by (1) attitudes and behaviors, (b) subjective norms, and perceived controls. Attitudes and behaviors include feelings and moods.

According to Alghazo (2013), the theory of planned behavior can be used to explain and predict the behavior of parental involvement in children's schooling. Perry and Langley (2013) suggest that the utilization of Ajzen's TPB is versatile enough to account for the dynamic and complex nature of parental engagement.



**Figure 1 Theoretical Framework of the Study**

Furthermore, Bracke and Corts (2012) said that parents' culture, having examples of parental involvement, and having role models or neighbors that do or do not get involved in their children's education are all factors that help shape the subjective norms about the role of parents in education towards a certain behavior. It has been observed that if a certain behavior has positive outcomes that will undoubtedly lead to more intention to repeatedly perform that behavior. Subjective norms are the opinions of the people surrounding the person wishing to engage in a certain behavior which can lead to peer pressure and social pressure, both of which can lead to one's higher intentions to perform a certain behavior. Lastly, perceived control is one's perception of their ability to perform a certain behavior. Perceived control contributes to having the intention to perform certain behaviors and whether or not the person would perform the behavior.

Another theory that supports this study is Epstein's Model of Parental Involvement. According to this model, there are six types of parental involvement. These are parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community (Epstein et al., 2022). Parenting assists families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. It also assists schools in understanding families' backgrounds, cultures, and goals for children.

Communicating with families about school programs and student progress is also essential. There should be two-way communication channels between school and home. Volunteering improves recruitment, training, activities, and schedules to involve families as volunteers and audiences at the school or other locations. It enables educators to work with volunteers who support students and the school.

Learning at home involves parents with their children in an academic learning atmosphere or environment, including homework, goal setting, and other curriculum-related activities. This encourages teachers to design homework that lets students share and discuss exciting tasks. Decision-making includes families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and parent organizations. Lastly, the collaboration with the community which coordinates resources and services for families, students, and the school with community groups, including businesses, agencies, and cultural and civic organizations.

The third theory that supports this study is the Hoover-Dempsey and Sandler Model of the Parent Involvement Process. According to Sheldon and Turner-Vorbeck (2018), family engagement is a process that begins with families' decision-making about being involved and culminates with student outcomes. His model also suggests that parents' attempts to support children's learning can be classified into the following categories: involvement through encouragement, participation through modeling, involvement through reinforcement and involvement through instruction. Families can help children cultivate positive relationships with their teachers by modeling appropriate interactions with school personnel.

The study's legal basis will be anchored on the Republic Act 9155, also known as "Governance of Basic Education Act of 2011. It states that parents and the community should be encouraged to participate actively in the child's education. The participation and coordination between and among the schools, the local school boards, and the Parent Teachers Associations (PTAs) must be maximized. Another legal basis of the study will be anchored on the Department of Education's Policy Guidelines for the Provision of Learning Resources in the Implementation of the Basic Education Learning Continuity Plan (LCP) or DepEd Order No.018, Series of 2020.

According to Kintanar et al. (2021), parents, as Module-ator, are responsible for collecting and submitting oriented Self-Learning Modules (SLMs) from and to schools or barangay halls at the start and conclusion of each week, as agreed by parents and the school. Parents can check their child's timetable or weekly plan as a Bundy Clock. Also, as home innovators, parents may be able to establish a productive learning environment for their children, allowing them to focus more on learning.

Parent support is one of the most significant factors in the development of children. This is because of the authority and skill they have to shape and develop their children. Parents' active involvement in their children's education has a positive and noteworthy impact on children's lives, including their development, behavior, motivation and performance (Naite, 2020). Parents involved in children's academic work regularly attend school, act better, and do better academically from kindergarten to high school (Kohl et al., 2000). Parent support has significantly contributed to learners' success in a virtual learning environment (Woofter, 2019).



Many studies have found that the participation of parents in children's education is significantly and positively correlated with students' academic accomplishment (Olanyi & Mageshni, 2008; Altschul, 2011).

Furthermore, Thorton (2015) claimed that students whose parents are intently involved in their children's academics have better academic results than those who are not. Parents actively involved are more likely to encourage the child's social, emotional, and intellectual growth (Green et al., 2007). The same findings with Barnard (2004), students' academic performance depends on the parent's involvement in their educational activities to attain higher quality academic success.

According to Naite (2020), parents should take the leading role in their children's education, for they are their children's first teachers. In addition, parent involvement in a child's education is crucial in ensuring students' success, growth, and development in life. Moreover, according to Xu et al. (2010), parental involvement in the assignment can be a means to keep parents well-informed of the child's strengths and weaknesses in several subject areas, mainly reading.

A study by Cai (2003) illustrated that parents' participation is a statistically weighty forecaster of their child's math achievement and promotes positive behavior and emotional development. In addition, parents' involvement in their children's reading activities at home significantly influenced their reading ability, comprehension, expressive language skills, and interest in reading (Domitrovich & Welsh, 2004). However, some research studies contradicted the above statements. These studies have indicated that the involvement of parents in children's education can harm the students' success and achievement.

In a study by Shumow and Miller (2001), parental involvement in homework and communication with the school hurts students' achievement by way of lower test scores. Concerning the relationship between the socio-economic status of parents and their level of involvement, a study shows that these may affect parental involvement (Vellymalay, 2012). It shows that socio-economic status is positively correlated with higher levels of parental involvement and academic attainment.

Given that most parents of students with disabilities have difficulty navigating the special education system, advocacy training offers one way to aid parents in securing appropriate educational services for their children with disabilities. Burke (2003),

parents may need advocates to assert their special education rights and how advocates may be trained in special education law and advocacy.

Children with special educational needs face diverse challenges as COVID-19 caused tremendous disruption in face-to-face educational settings. Findings revealed that the parents experience intermittent virtual socialization and psychological crisis (Toquero, 2021). In the study of DuPaul et al. (2018), potential benefits are hindered by limited accessibility, low session attendance, and poor implementation of prescribed strategies. Results indicated that the revised program and online versions increased parent engagement, enhanced accessibility, produced good parent acceptability and feasibility ratings, and improved child outcomes. According to Cohen and Kupferschmidt (2020), more than half a billion children have been forced to become virtual-school learners as they are sheltered in their homes while parents and other family members have played the new role of learning

There is mounting evidence that the parental involvement paradigm is an effective strategy that supports positive learning outcomes, and it is vital for educating learners with special educational needs. Parental involvement paradigms with children's psycho-educational development use developmental ecological perspectives and Hoover-Dempsey and Sandler's model to analyze and explain the interaction between parents' involvement, school ecology, and students' academic success. Afolabi (2014) reveals a solid and meaningful relationship between parental involvement and academic achievement; parents' beliefs, expectations, and experiences are essential ingredients that support better learning outcomes for children.

The closure of schools worldwide in response to the COVID-19 pandemic required parents to undertake key pedagogical roles to support their children's education, and movement to a remote, often virtual world of online teaching presented many challenges for families. For the parents of children attending special schools, the loss of education and therapeutic provision added a further layer of complexity unique to this group. The study of O'Connor Bones et al. (2022) reveals those factors that facilitated and inhibited parental involvement and makes suggestions for improvements at school and policy levels in the short and longer-term.

Students with special educational needs or with low achievement levels who need more support in learning may have more difficulties coping than their peers. Parents of students with special educational needs do not report more challenges concerning the

situation of learning at home. However, differentiated results are found about satisfaction with the support provided by the school, the amount of weekly learning time, and parental support. The situation of students with less favorable conditions in learning at home alone needs special attention when face-to-face instructions cannot be carried out as usual to achieve successful learning (Nusser, 2021).

Knopik et al. identified the parents' approaches to their children's remote education during the COVID-19 pandemic. An analysis revealed three main clusters that represent approaches adopted by parents: (1) the committed teacher approach, (2) the autonomy-supporting coach, and (3) the committed teacher and intervener. The results can be used to support parents and schools in providing optimal remote learning.

Touloupis (2021) investigated parental involvement in the homework of children with special educational needs during distance learning due to the COVID-19 pandemic. Also, parents' fear of COVID-19 and resilience in their involvement in homework were examined. According to the results, mothers and fathers alike expressed a high suspicion of COVID-19, a low sense of strength, and were involved in homework mostly in terms of parental control. Children's gender and grade did not affect significantly parental involvement in reading.

Furthermore, the path analysis model showed that parents' fear of COVID-19 predicted, indirectly and positively, parental control through the mediating role of resilience. The findings show how parents' current emotional state affects their involvement in the homework of children with learning disabilities. Finally, the results imply the need for parental counseling during the pandemic to feel more resilient and supportive toward children's learning.

The role of parents in supporting at-home learning increased dramatically in the spring of 2020. Schools closed physically due to COVID-19, and remote-learning options were quickly developed to ensure continued education for students. Many students with special educational needs, who typically benefit from a range of support from the school, became reliant on parents to provide access to and participation in remote learning.

The study by Whitley et al. (2021) indicated that most parents engaged in remote learning and lacked confidence in their ability to support their child's education. Parent self-efficacy was related to school social-emotional support and not academic support. Parents of children in elementary grades and those who had received more support from school before

COVID-19 reported feeling better supported in social-emotional areas by the school. Schools should explore ways of building strong collaborative relationships between educators and parents and continuing to find ways to help families and students in both in- and out-of-school places. The pandemic, and school-building closures, have reminded us how partnerships between parents and schools are crucial for the well-being of all involved.

The parents' perspective, which formed part of the initial positive pandemic process evaluation, became negative as the lockdown lengthened. The issues and adverse effects of the pandemic that they most talked about were parents' increasing roles and responsibilities, the profound impact on their mental health, and the problems experienced in distance education. During this period, parents who were psychologically depressed wanted to feel that they were not alone. Parents made many suggestions and recommendations so that others would not have the same experience (Bozkus-Genc & Sani-Bozkurt, 2022).

The parental educational role needs to be reimagined for its value in advancing educational goals. Daniels (2020) motivates the valorization of a caring pedagogy that entails parents' engagement with their children's capitals through informal and non-formal learning opportunities.

The above review indicates that the involvement of parents has a significant impact on students' achievement. However, most of the studies were conducted in western countries, making it very hard to generalize all others. There were also contradicting points and results about the impact of parental involvement on students' performance. This is why the researcher needs to conduct further study on this topic. The researcher also believes that the results of this study will contribute to further insight into parental involvement.

## THE PROBLEM

### Statement of the Problem

This research determined the parental involvement on Special Education students' learning using Modular Distance Learning during school year 2021-2022 at Luray II National High School, Toledo City Division as basis for an action plan.

Specifically, it sought answers to the following questions:

1. What is the profile of the respondents in terms of:
  - 1.1. age;
  - 1.2. gender;
  - 1.3. marital status;
  - 1.4. highest educational attainment;

- 1.5. combined family monthly income;
- 1.6. employment status; and
- 1.7.type of children's disability?
2. What is the level of parental involvement as to:
  - 2.1. Sustaining motivation;
  - 2.2. Coaching and tutoring;
  - 2.3. School-based involvement; and
  - 2.4. Home-school conferencing?
3. Is there a significant relationship between profile of the respondents and their level of parental involvement?
4. Is there a significant difference on the level of parental involvement when grouped by the children's disability?
5. What action plan may be formulated based on the findings of the study?

### Statement of Hypotheses

The following null hypotheses were tested at the 0.05 level of significance.

Ho1 : There is no significant relationship between profile of the respondents and their level of parental involvement.

Ho2 : There is no significant difference on the level of parental involvement when grouped by the children's disability.

### Significance of the Study

This part is a written statement that explains why this research study is needed and how it will benefit individuals or groups. This part justifies the importance of this study and its impact on the research field, its contribution to new knowledge, and how others will benefit from it. The findings of the study will help the following entities:

**School Heads and Education Administrators.** They will gain further insights into the things needed in times of pandemic, especially in encouraging the parents to participate in the planning. The learning continuity plan will be enhanced in collaboration with teachers and parents to innovate ways of assisting students' needs during pandemics. This will also give them the idea of conducting activities that will strengthen the involvement of teachers in school.

**Stakeholders.** This study will enable them to support the endeavor of the education sector amidst the pandemic. Their role in the Education Department is essential, especially during planning.

**The Local Government Unit (LGU).** They will be motivated to probably implement pandemic-related programs or plans that address the needs of the teachers, parents, and students, especially in the special education sector in times of pandemic.

**Teachers.** This study will help teachers think about ways or activities that will involve parents in the learning process, especially in MDL. They may attend webinars or read online books or guides that provide information on parents' involvement in school, even in distance learning. They may seek technical assistance from their school heads or supervisor so they will be guided on what to do. The study findings will also provide information on how their strategies affect the involvement of parents. Simple conduct of meetings and orientation will allow parents to be more involved and more encouraged to support their children.

**Parents/Guardians.** They will be knowledgeable of their role as their child's learning facilitator. Parents or guardians are expected to help and guide their children during a pandemic. Understanding their role as a facilitator of learning will help them understand their children's needs in times of pandemic. The study findings would provide ideas on how parents should sustain motivation, do coaching and tutoring at home, and monitor their child's progress. It will make them realize that their children will be more engaged with their school work if they are very much involved.

**SpEd Learners.** This will give enlightenment to students about the importance of the role of their parents/guardians in education. The students will be able to continue their education by diligently working on their modules with the help of their parents. This will also allow them to reflect on the value of education by recognizing the effort exerted by their parents and family members in accomplishing their modules.

**Researcher.** The researcher will be allowed to validate her observations. She may be entitled to prepare an action plan that focuses on parental involvement in school.

**Future Researchers.** This study can also give additional information to future researchers for some library resources for effective dissemination and adoption. They will make this study a relevant reference for further elaboration.

### RESEARCH METHODOLOGY

This section allows the researcher and readers to evaluate the study's overall validity and reliability critically. This contains the research design, study flow, environment, respondents, data gathering procedure, statistical treatment, and definition of terms.

#### Design

This study employed the descriptive correlational method to gather data on the parental involvement of



students with special educational needs. The descriptive survey design for the quantitative approach attempts to establish the range and distribution of social characteristics and to discover how these characteristics may be related to specific behavior patterns or attitudes.

This study also determined the degree of association between two variables. In this study, a significant relationship was tested between the profile and parents' level of parental involvement. The process included treatment of data, analysis, and interpretation of data. Before the association, a survey was conducted to determine the degree of parents' engagement in sustaining motivation, coaching and tutoring, school-based involvement, and home-school conference. The respondents were given adopted questionnaires, and data will be treated to determine the parents' level of engagement.

### Flow of the Study

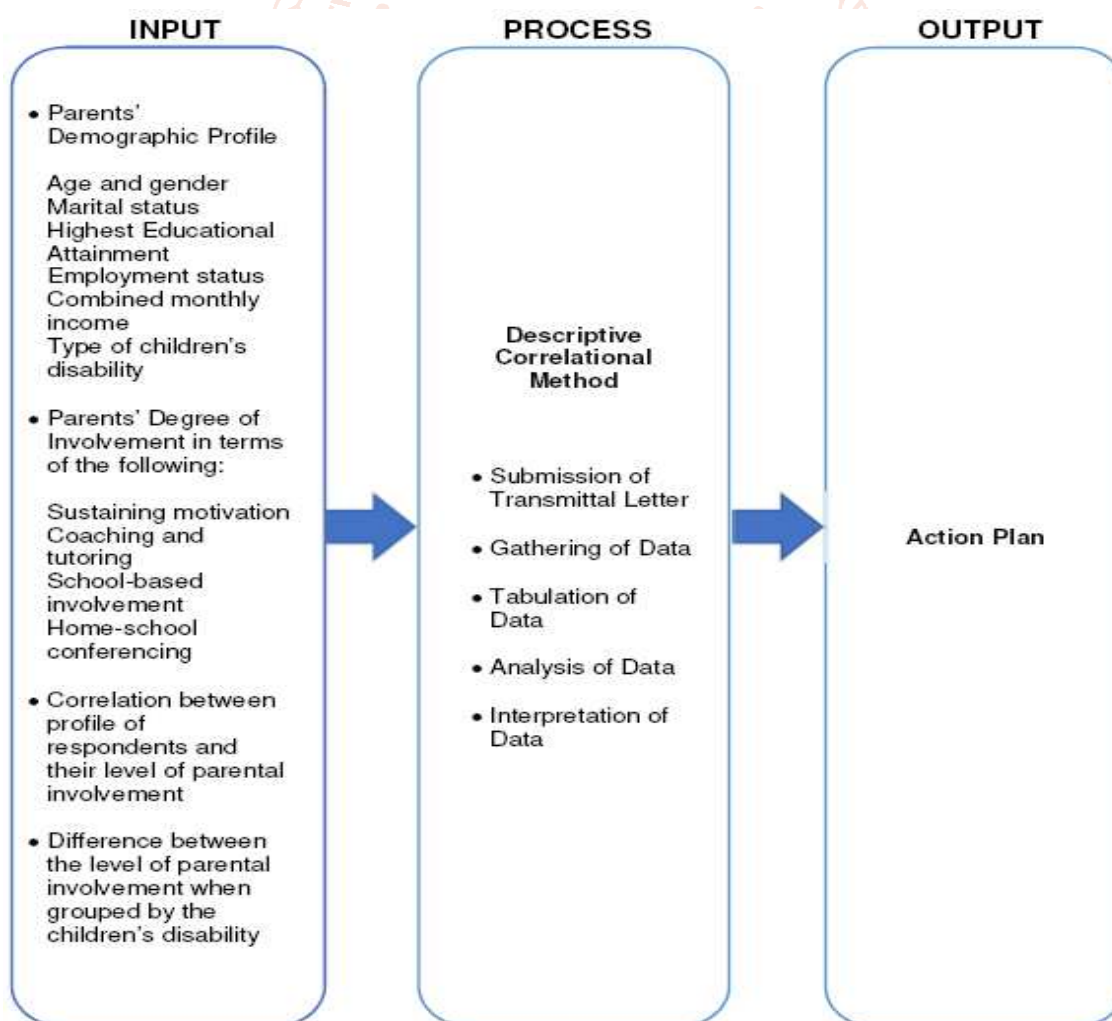
This part reflected the flow of the study. The functional flow shows the input, process, and output approaches. Included in the input are the teacher's demographic profile regarding age, educational attainment, marital status, and employment status. These data were used to determine if the respondents'

demographic profile affected their involvement in school.

Another variable included in the input is the degree of parents' participation. This will assess their engagement in sustaining motivation, coaching and tutoring, school-based involvement, and home-school conferencing. A student's academic performance is another variable included in the input. This secondary data source determined how well students did in class during modular distance learning. The degree of parental involvement and students' academic performance will be used to determine if there is any significant correlation between the two variables.

In the process, the degree of parental involvement was analyzed through descriptive statistics. The use of a weighted mean determined the degree of parents' participation. On the other hand, inferential statistics was utilized to test the significant correlation between two variables. The computed data drawn from the treatment were analyzed and interpreted.

The results and findings of the study were the basis of drafting the output. It could be in the form of an action plan, a program, or an activity, depending on what is needed to be done to strengthen parental involvement and students' performance.



**Figure 2 Flow of the Study**

## Environment

The study was conducted in Luray II National High School, Toledo City Division. This school was founded in the year 1996. This is located in Luray II, Toledo City. The school is one of the largest schools in the Toledo City Division. The school has a total population of 4,965 students, with 162 teachers and six non-teaching personnel.

Initially, South City Central School was the primary Special Education Center in the Division of Toledo City for Elementary and Luray II National High School for the Secondary Level. This is also the only school that offers a Secondary Special Education class in the division. The school has learners with speech delay and hearing and visual impairment, and some have multiple disorders. Same as the regular students, SpEd students were provided modules and learning activity sheets. However, these modules were modified to ensure that the content and activities suited their learning needs. Furthermore, through text messages, Face book messenger and phone calls, the adviser and the subject teachers constantly followed-up the SpEd students and their parents as well.



**Figure 3 Location Map of the Research Environment**



## Respondents

The respondents of the study were the parents of the SpEd students, including the SpEd teacher. These respondents were chosen through the purposive sampling technique. There are 30 SpEd students enrolled in the school year 2021-2022. Therefore, 30 parents are the target respondents of this study. These parents answered a survey questionnaire about sustaining motivation, coaching, and tutoring. On the other hand, the SpEd teacher also responded to parents' engagement in terms of school-based involvement and home-school conferences. The table below shows the distribution of respondents.

**Table 1 Distribution of Respondents**

Respondents	Frequency	Percentage
Male	11	37
Female	19	63
Total	30	100

## Instruments

The study employed the two-part adapted questionnaire. The first part gathered the respondents' profiles, including age and gender, marital status, highest educational attainment, employment status, combined monthly family income, and type of children's disability. The second part of the questionnaire gathered the level of parental involvement. The questionnaire is categorized into four: a) Sustaining motivation, b) Coaching and tutoring, c) School-based involvement, and d) Home-school conference.

Thirteen questions for Sustaining motivation and ten questions for Coaching and tutoring are adapted from the works of Gumapac, et al. (2021). Also, the eight questions relating to School involvement and eight questions for the Home-school conference are adapted from the works of Peck and Mee (2020).

The questionnaires were intellectually made through intensive review and brainstorming online and had made readings and research from the books, journals, articles, and other conceptual sources and analyses to gain insights about what to include in the questionnaire and study. These tools were checked and validated.

## Data Gathering Procedure

This part shows how data is being gathered and the ethical steps to consider before conducting the study. This part also provides information about the data privacy act and data treatment.

Approval from authorities was sought through a transmittal letter submitted to the Office of the School Principal. Before conducting the study, the respondents were given a Consent Form and a brief orientation online or face-to-face, depending on their availability and convenience. The researcher identified the respondents through the random method, communicated with them, and conducted a briefing about what happened during the survey. During the survey, the researcher explained the instructions and gave the respondents enough time to answer the survey. The collected data through the survey questionnaire were treated using descriptive and inferential statistics.

## Ethical Considerations

To address ethical considerations, the researcher exercised caution in gathering the data, particularly in selecting respondents. This was done to avoid falsification, fabrication, misinterpretation, misunderstanding, and dispute of data collected and to primarily protect the dignity and safety of all the participants and the respondents.

At the outset, this protocol underwent the process of following the norms and conduct of thesis writing. This paper was submitted to the institution's Ethics Review Committee. Compliance with ethical standards was observed, such as providing informed consent in written and verbal forms from the respondents and the organization concerned for the interview. The oral and written consent includes the explanation and orientation to the implementation of the research study.

Attached to this consideration are the following:

**Conflict of Interest.** There is no conflict of interest since no financial aspects were involved in this study.

**Privacy and Confidentiality.** The researcher assures that privacy and confidentiality were observed fully because the names of the respondents were not written in the presentation of the results.

**Informed Consent Process.** The respondents were taken care of with the teacher mentor's help in informing them of the date, time, and place of the study.

**Vulnerability.** Respondents were not considered vulnerable groups because they are mothers and are no longer considered minors.

**Recruitment.** The respondents were the parents of the learners with special educational needs and were chosen through probability sampling using a simple random sample, ensuring that there are representatives in each age group of mothers.

**Assent.** A simplified Assent Form was given to the respondents since their bracket age is within the 19 to 37 group as set in the guidelines.

**Risks.** There were no known risks associated with this research. They answered a survey form and evaluation form. Their names were not included in the project or any other documents.

**Benefits and Rights of Participants/Respondents.** The respondents were free to withdraw their participation from the study anytime. The participants were not penalized should they withdraw from their participation. Benefits won't be lost once the respondent has withdrawn, nor the relationship between the researcher and respondents be harmed.

### Statistical Treatment

The data were encoded using a Data Matrix file, tabulated, and statistically analyzed.

**Frequency and Simple Percentage.** They were used to treat the gathered data concerning the profile of the respondents.

**Weighted Mean and Standard Deviation.** They were used to treat the collected data on the respondents' level of parental involvement.

**Chi-square Test of Independence.** It was used to determine if there was a significant relationship between the profile of the respondents and their level of parental involvement.

**Tukey Method ANOVA.** It was used to test if there was a substantial difference in parental involvement when grouped by the children's disability.

### Scoring Procedure

The responses were rated according to their level. Moreover, the respondents rated according to their parental involvement with their children with special educational needs in using modular distance learning amidst the COVID-19 pandemic. The study used the following scale:

Rate	Mean Range	Verbal Description	Interpretation
4	3.25 - 4.00	Strongly Agree	Parents are highly involved.
3	2.50 - 3.24	Agree	Parents are moderately involved.
2	1.75 - 2.49	Disagree	Parents are less involved.
1	1.00 - 1.74	Strongly Disagree	Parents are not involved.

### DEFINITION OF TERMS

To avoid ambiguity, the following terms are hereby defined operationally:

**Action Plan.** It refers to a document that lists what steps must be taken in order to strengthen parents' involvement in school.

**Coaching and Tutoring.** It refers to how parents teach or assist their children in their modules, activities and tasks.

**Descriptive Correlational Method.** It describes the variables and the relationships that occur naturally between and among them.

**Home-School Conference.** It refers to the consistency of parents in meeting their teacher or adviser in school to talk about their children's learning progress and behavior.

**Level of Parental Involvement.** It refers the amount of participation a parent has when it comes to the schooling of his/her children.

**Modular Distance Learning.** It is a kind of distance learning that is offered by the Education Department during pandemic wherein SpEd students are given modules for them to work with.

**Profile of the Participants.** It refers to the parents who were selected for the interview. Top three parents with high level of involvement and bottom three parents with low level of involvement will be selected for the interview.

**Profile of the Respondents.** It refers to parents' information about their gender, age, marital status, highest educational attainment, employment status, combined income and the type of their children's disability.

**School-based Involvement.** It refers to the participation of parents in any school related activities such as meetings and fundraising activities.

**Sustaining motivation.** It refers to how parents motivate their child at home while accomplishing their task and modules.

## 2. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the gathered data regarding parental involvement on special education students' learning using Modular Distance Learning during school year 2021-2022 at Luray II National High School, Toledo City.

### PROFILE OF THE RESPONDENTS

The survey respondents are the parents who have children with special educational needs. The researcher asked these respondents about their parental involvement with children's Modular Distance Learning amidst the COVID-19 pandemic.

The profile of the respondents includes their age, gender, marital status, highest educational attainment, employment status, combined monthly family income, and the type of children's ability. Table 2 shows the result.

#### Age

The table shows that most respondents are between 40 to 49 years old (18, 60.00%). The respondents' age mean is 46.60 years old and has a standard deviation of 9.61 years old. This implies that more than half of the respondents are middle aged parents who are there for their children with special educational needs using modular distance learning modality.

**Table 2 Profile of the Respondents (n = 30)**

	Frequency	Percentage
<b>A. Age [in years]</b>		
Less than 30	1	3.33
30 - 39	2	6.67
40 - 49	18	60.00
50 - 59	4	13.33
60 and above	5	16.67
Mean : 46.60 StDev : 9.61		
<b>B. Gender</b>		
Female	19	63.33
Male	11	36.67
<b>C. Civil Status</b>		
Married	27	90.00
Separated	1	3.33
Widowed	2	6.67
<b>D. Highest Educational Attainment</b>		
Elementary Level	2	6.67
Elementary Graduate	4	13.33
High School Level	6	20.00
High School Graduate	9	30.00
College Level	7	23.33
College Graduate	2	6.67
<b>E. Combined Family Monthly Income</b>		
0 - 10,000	20	66.67
10,000 - 20,000	5	16.67
20,000 - 30,000	3	10.00
30,000 - 40,000	0	0.00
More than P 40,000	2	6.67



<b>F. Employment Status</b>		
Regular / Permanent	6	20.00
Temporary / Contractual	9	30.00
Self-Employed	8	26.67
None	7	23.33
<b>G. Type of Children's Disability</b>		
Hard of Hearing	13	43.33
Learning Disability	9	30.00
Multiple Disability	7	23.33
Visual Impairment	1	3.33

### Gender

Table 2 shows that 19 or 63.33% of the respondents were females, while 11 or 36.67% were males. The data imply that there are more female parents who handle children with special educational needs than their male counterparts. According to Jones (2011), more mothers than fathers of children with special needs remain at home to care for the child and are identified as the primary caregivers of children with special needs. Additionally, mothers are known to be patient and more affectionate. They could understand the situation of their child better than anyone else.

### Marital Status

As to their marital status, the table shows that 27 respondents (90.00%) are married. This is followed by widowed (2, 6.67) and separated (1, 3.33). This implies that the majority of the parent respondents are married. Marriage between two parents, compared with other family living arrangements, appears, on average, to enhance children's wellbeing and development. Some of the positive association between marriage and children's wellbeing comes from positive associations between marriage and other things that also contribute to children's wellbeing (Ribar, 2015). Moreover, marriage is a strong foundation to enhance the wellbeing of children with disabilities.

### Highest Educational Attainment

Table 2 also shows that nine respondents (30.00%) are high school graduates, while (7, 23.33%) are college level. Furthermore, respondents who are high school levels outnumber their college level counterparts who took good care of their children with special educational needs. Parent educational attainment is a powerful predictor of children's developmental outcome especially for children with special needs. The educational attainment of parents provides a foundation that supports children's academic success indirectly through parents' belief about and expectations for their children as well as through the cognitive stimulation that parents provide in and outside of the home environment (Davis-Kean, 2021).

### Combined Family Monthly Income

Also, Table 2 shows that 20 respondents (66.67%) earned less than P 10,000, followed by income P 10,000 – P 20,000 (5, 16.67%). This implies that more families have a poor income classification based on NEDA salary bracketing. Families who care for a child with a disability are more likely to have non-reimbursed expenses for disability-related supports. The literature reports troubling findings that uncover an association between low income and children with special needs, with associations between these factors that might go both ways. In other words, children with a disability are often born into low income families; however, it has also been reported that families who care for a children with a disability often find themselves sliding towards poverty (Anderson et al. 2007).

### Employment Status

Furthermore, the table shows that about nine respondents (30.00%) are temporary or contractual workers. This is followed by self-employed (8, 26.67%) and no work (7, 23.33%). These data imply that more parents are working in temporary or contractual jobs. According to Wondemo et al. (2022), caring for children with disabilities has a negative effect on mothers' labour market participation, working hours and labour income. The more severe a child's condition is, the more likely the mother was to work and earn less, or to stop working entirely. Additionally, the differences in labour market participation and income between mothers of children with and without disabilities increased as their children reached school age. Labour market participation, working hours, and labour income for fathers of children with less severe disabilities is comparable to those of fathers of children without disabilities. Caring for children with more severe disabilities reduces fathers' labour income but has no effect on their working hours or labour market participation.

### Type of Children's Disability

Furthermore, the table shows 13 respondents (43.33%) whose children have hard of hearing. This is followed by learning disability (9, 30.00%) and multiple disabilities (7, 23.33%).

Table 2 implies that the majority of the respondents are aged 40 to 49 years old (18, 60.00%), female (19, 63.33%), married (27, 90.00%), high school graduate (9, 30.00%), earned a combined family monthly income of less than P 10,000 (20, 66.67%), temporary or contractual workers (9, 30.00%), and have a hard of hearing children (13, 43.33%). According to Weitz (Mahmoud, 2021), disability refers to a reduced ability to perform tasks one would normally do at a given stage of life and that may result in stigmatization or discrimination against the person with disabilities. Every child is a special person, but some children may need special care due to physical, emotional, health, or development needs. A child with special needs is one who requires some form of special care due to physical, mental, emotional or health reasons. Because each child is unique and has unique needs, no single approach to caring for children with special needs can be applied to all children, even those with the same disability or special need.

### LEVEL OF PARENTAL INVOLVEMENT

In this study, the level of readiness in school administration is classified as Instruction, School Facilities, Knowledge and Skills, and Budget. Tables 5 to 8 show its results.

### Sustaining Motivation

Table 3 presents the respondents' level of parental involvement as to Sustaining Motivation.

**Table 3 Parental Involvement as to Sustaining Motivation**

	Indicators	Mean	StDev	Interpretation
<b>A.</b>	<b>Sustaining Motivation</b>			
1.	Cook healthy foods and assure they get proper sleep	3.40	0.56	Highly Involved
2.	Purchase school supplies for my child's needs in his/her MDL	3.30	0.47	Highly Involved
3.	Participate in parent-teacher meetings/conferences in school	3.50	0.57	Highly Involved
4.	Provide a learning space at home conducive for my child's learning	3.00	0.70	Moderately Involved
5.	Set time for series of break	3.00	0.53	Moderately Involved
6.	Encourage my child to express his/her positive opinion and feelings towards his/her education	3.10	0.48	Moderately Involved
7.	Persuade and tell my child that he/she can finish or accomplish any given task or activity	2.93	0.45	Moderately Involved
8.	Spend time with my child and study together	2.53	0.63	Moderately Involved
9.	Praise my child every time he/she finishes answering an assigned activity in his/her modules	2.90	0.40	Moderately Involved
10.	Share personal experiences to motivate my child and give words of encouragement	2.87	0.51	Moderately Involved
11.	Recognize and celebrate my child's academic accomplishments and achievements	3.07	0.52	Moderately Involved
12.	Listen and answer my child's questions and suggestions about his/her module	2.80	0.61	Moderately Involved
13.	Promise my child a reward like giving him/her a treat	3.13	0.57	Moderately Involved
	<b>Aggregate Mean</b>	<b>3.04</b>	<b>0.54</b>	<b>Moderately Involved</b>

Range:

1.00-1.74 Not Involved [Strongly Disagree]; 1.75-2.49 Less Involved [Disagree];

2.50-3.24 Moderately Involved [Agree]; 3.25-4.00 Highly Involved [Strongly Agree]

The table shows that the indicator "Participate in parent-teacher meetings/conferences in school" got the highest mean of 3.50 (Highly Involved) with a standard deviation of 0.57 while the indicator "Spend time with my child and study together" got the lowest mean of 2.53 (Moderately Involved) with a standard deviation of 0.63. Furthermore, the table reveals an aggregate mean of 3.04 [Moderately Involved] with a standard deviation of 0.54.

The data imply that effective parent-teacher conferences can boost family involvement in the classroom and help promote positive outcomes for students with special educational needs. This is an excellent opportunity to share

academic progress and growth based on observations, assessments, and assignments. Also, the parent and teacher can discuss enrichment or intervention strategies to support students' learning. This finding is supported by the study of (Jaiswal, 2017) that parents can support their children's schooling by attending school functions and responding to school obligations like parent-teacher meetings. It is also similar with the study done by Slagle (2014), stating that students whose parents attend parent-teacher conferences perform better and have high levels of academic achievement.

Teacher-parent conferences should be used to establish a long-term relationship with the parent to increase the likelihood of academic success for their child. This should not be used to acknowledge students' flaws and inabilities but as a stepping stone to foster improvement in each child.

### Coaching and Tutoring

Table 4 presents the respondents' level of parental involvement as to Coaching and Tutoring. The table shows that the indicator "Use mother-tongue or first language to better explain concepts/ideas to my child" got the highest mean of 3.20 (Moderately Involved) with a standard deviation of 0.71 while the indicator "Utilize song tune for the better memorization of facts of my child" got the lowest mean of 2.17 (Moderately Involved) with a standard deviation of 0.46. Furthermore, the table reveals an aggregate mean of 2.88 (Moderately Involved) with a standard deviation of 0.56. According to Obod et al. (2020), the first language is significant and builds the basis for all later communication progresses. Parents, family members, and early childhood professionals have very important role in the development and maintenance of the first language. Study of UNESCO (UNESCO, 2005) found that knowing one language can assist the child to comprehend how other languages work. First or home language is particularly important for the child's development of a positive self-concept and well-being.

**Table 4 Parental Involvement as to Coaching and Tutoring**

	Indicators	Mean	StDev	Interpretation
<b>B.</b>	<b>Coaching and Tutoring</b>			
1.	Use mother-tongue or first language to better explain concepts/ideas to my child	3.20	0.71	Moderately Involved
2.	Remind my child to wisely use his/her time when answering every activity in his/her modules	3.17	0.38	Moderately Involved
3.	Set the goals that my child needs to accomplish for the day	2.87	0.43	Moderately Involved
4.	Post my child's weekly schedule to be guided in the time to be spent in every subject and activity	2.90	0.61	Moderately Involved
5.	Explain the direction of an activity to my child for him/her to easily understand the activity or task	3.17	0.65	Moderately Involved
6.	Explain to my child how to answer activities in his/ her module using mnemonics and acronyms	2.53	0.78	Moderately Involved
7.	Provide examples to explain ideas or concepts to my child	2.90	0.55	Moderately Involved
8.	Encourage my child to make a reviewer	3.10	0.40	Moderately Involved
9.	Utilize song tune for the better memorization of facts of my child	2.17	0.46	Less Involved
10.	Use variety of visual aids like pictures, posters, charts, tables, flashcards and videos to better teach concepts to my child	2.77	0.63	Moderately Involved
	<b>Aggregate Mean</b>	<b>2.88</b>	<b>0.56</b>	<b>Moderately Involved</b>

Range:

1.00-1.74 Not Involved [Strongly Disagree]; 1.75-2.49 Less Involved [Disagree];

2.50-3.24 Moderately Involved [Agree]; 3.25-4.00 Highly Involved [Strongly Agree]

According to the data, children whose primary language is not the language of instruction in school are more likely to drop out or fail in the early grades. Throughout primary school, children's first language is the best for literacy and learning. Despite mounting evidence and parental pressure, many educational systems worldwide insist on the exclusive use of one or more privileged languages. The findings here are similar to the study of Luana (2021), that when their child encounters difficulty in reading and comprehending the texts written in English, parents translate the lessons to their dialect for their children to understand and answer what is indicated in their module. According to the researcher's observations, children became more confident in conceptualizing and explaining the content and more articulate in expressing their ideas. She observed how using the mother tongue allows her students to construct arguments quickly, explain without fear of making mistakes, and add new concepts to those they already know.



### School-Based Involvement

Table 5 presents the respondents' level of parental involvement as to School-Based Involvement.

**Table 5 Parental Involvement as to School-Based Involvement**

	Indicators	Mean	StDev	Interpretation
<b>C.</b>	<b>School-Based Involvement</b>			
1.	I volunteer in my child's homework	3.00	0.00	Moderately Involved
2.	I participate in parent and family social activities with the teacher	3.40	0.50	Highly Involved
3.	I participate in planning classroom activities with the teacher	3.50	0.51	Highly Involved
4.	I talk with other parents about school meeting and events	3.41	0.50	Highly Involved
5.	I meet with other parents from my child's class outside of school	3.27	0.45	Highly Involved
6.	I hear teacher tell my child how much they love learning	3.30	0.47	Highly Involved
7.	I participate in fund raising activities in my child's school	3.47	0.51	Highly Involved
8.	I feel that parents in my child's classroom support each other	3.27	0.45	Highly Involved
	<b>Aggregate Mean</b>	<b>3.33</b>	<b>0.42</b>	<b>Highly Involved</b>

Range:

1.00-1.74 Not Involved [Strongly Disagree]; 1.75-2.49 Less Involved [Disagree];

2.50-3.24 Moderately Involved [Agree]; 3.25-4.00 Highly Involved [Strongly Agree]

The table shows that the indicator "I participate in planning classroom activities with the teacher" got the highest mean of 3.50 (Highly Involved) with a standard deviation of 0.51 while the indicator "I volunteer in my child's homework" got the lowest mean of 3.00 (Moderately Involved) with a standard deviation of 0.00. Furthermore, the table reveals an aggregate mean of 3.33 (Highly Involved) with a standard deviation of 0.42.

The data imply that children with special educational needs learn best when the adults in their lives, such as their parents, teachers, and other family members, collaborate to encourage and support them. This fundamental fact should serve as a guiding principle when considering how schools should be organized and the effective ways by which children should be educated. Schools alone cannot meet all developmental needs of a child; meaningful parental involvement and community support are likewise essential.

A strong partnership between schools and families may be required to educate children with special educational needs. This relationship was natural and easy to maintain in earlier times. Teachers and parents were frequently neighbors and had numerous opportunities to discuss a child's progress. Teachers and parents sent the same messages to the children, who understood that they were expected to uphold the same standards at home and school. According to Pek and Mee (2020), Feed backing increases parental involvement based in social exchange theory. This theory states that development of relationships based on interest exchange and how people respond to others' actions. Mutual exchange of benefits is an important element within the interaction process. It means that when teachers provide feedback to parents, they feel appreciated for teachers' effort and their involvement means a lot more to teachers, school and children.

### Home-School Conferencing

Table 6 presents the respondents' level of parental involvement as to Sustaining Motivation.

**Table 6 Parental Involvement as to Home-School Conferencing**

	Indicators	Mean	StDev	Interpretation
<b>D.</b>	<b>Home-School Conferencing</b>			
1.	I talk with the teacher about classroom rules	3.40	0.50	Highly Involved
2.	I talk with the teacher about his/her difficulties at school	3.47	0.51	Highly Involved
3.	I talk with my teacher about school work to practice at home	3.23	0.43	Moderately Involved
4.	I talk to my teacher about my child's accomplishments	3.33	0.48	Highly Involved
5.	I talk about my child's conferences with the teacher to talk about my child's learning or behavior	3.40	0.50	Highly Involved
6.	I schedule meetings with the administration to talk about problems or to gain information	3.63	0.49	Highly Involved
7.	I talk to the teacher to gain information	3.40	0.50	Highly Involved
8.	I talk to the teacher through phone or messenger	3.38	0.49	Highly Involved
	<b>Aggregate Mean</b>	<b>3.41</b>	<b>0.49</b>	<b>Highly Involved</b>

Range:

1.00-1.74 Not Involved [Strongly Disagree]; 1.75-2.49 Less Involved [Disagree];

2.50-3.24 Moderately Involved [Agree]; 3.25-4.00 Highly Involved [Strongly Agree]

The table shows that the indicator “I schedule meetings with administration to talk about problems or to gain information” got the highest mean of 3.63 (Highly Involved) with a standard deviation of 0.49 while the indicator “I talk with my teacher about school work to practice at home” got the lowest mean of 3.23 (Moderately Involved) with a standard deviation of 0.43. Furthermore, the table reveals an aggregate mean of 3.41 (Moderately Involved) with a standard deviation of 0.49.

The data imply that meetings should be scheduled because they allow parents of children with special educational needs to discuss their thoughts, ideas, and concerns in a relaxed and collaborative setting. Teacher-parent conferences allow parents to improve communication between school and home, stay informed about their child's progress, and create a plan for the student's future. According to Gumapac et al. (2021), with assessments and feedbacks, the parents will be able to monitor their child's progress and identify the activities students need to finish as well as limit the miscommunication between parents and teachers and lessen the burden to the parents during the distribution and retrieval of learning materials.

### Summary Table on Parental Involvement

Table 7 presents the respondents' level of parental involvement.

**Table 7 Summary on Parental Involvement**

	Factors	Mean	StDev	Interpretation
A.	Sustaining Motivation	3.04	0.54	Moderately Involved
B.	Coaching and Tutoring	2.88	0.56	Moderately Involved
C.	School-Based Involvement	3.33	0.42	Highly Involved
D.	Home-School Conferencing	3.41	0.49	Highly Involved
	<b>Overall Aggregate Mean</b>	<b>3.17</b>	<b>0.50</b>	<b>Moderately Involved</b>

Range:

1.00-1.74 Not Involved [Strongly Disagree]; 1.75-2.49 Less Involved [Disagree];

2.50-3.24 Moderately Involved [Agree]; 3.25-4.00 Highly Involved [Strongly Agree]

The table shows that the factor on Home-School Conferencing got the highest mean of 3.41 (Highly Involved) with a standard deviation of 0.49. This is followed by School-Based Involvement at a mean of 3.33 (Highly Involved), Sustaining Motivation at a mean of 3.04 (Moderately Involved), and Coaching and Tutoring at a mean of 2.88 (Moderately Involved). Furthermore, the table reveals an aggregate mean of 3.17 (Moderately Involved) with a standard deviation of 0.50.

Uncertainty and a lack of communication can undermine family-school partnerships. Even before the pandemic, families of students with special needs frequently described feeling unwelcome, unheard, or excluded from meaningful participation in developing and implementing their students' special education plans. Recognizing these difficulties, some teachers and the Department of Education have embraced distance learning to strengthen collaboration with the families of the students they serve. Teachers stress the importance of solid communication systems that provide families with culturally and linguistically accessible information and updates and allow families to engage in two-way communication about their student's educational plans.

Collaboration between teachers and parents is more difficult to promote and sustain when working in separate units. Active communication between teachers and parents is required for shared decision-making and ideas, planning a program, and discussing ways to improve student performance. More so, communication between teachers and parents must take many forms and should not be one-dimensional. Teachers must communicate with parents to collaborate and share information. Effective communication occurs when teachers and parents are honest and supportive of each other's responsibilities and roles. According to Cankar and Syntonic (2012), the basic motivation behind parents getting engaged in their child's education is on academic success. Parents who believed in the importance of their child's education tend to be involved in educational activities whereas parents who believe that teachers are the only ones responsible for the educational process are likely to be less involved (Mahmood, 2013). Trust between teacher-parent helps to increase the commitment to partnerships between teacher and parents. When communication between parents and teacher occurs frequently, it helps to develop trusting and responsible relationships between them (Cankar & Syntonic, 2012).

### TEST OF SIGNIFICANT RELATIONSHIP

The study hypothesized that the profiles of the respondents have significant relationships with their level of parental involvement. Table 8 presents the results.

The table shows that the parental involvement in Coaching and Tutoring has a significant relationship with the parents' highest educational attainment. The computed Chi-square value of 45.747 is higher than its critical

value of 18.307 at a df of 10. Also, the study reveals that the parental involvement in Coaching and Tutoring has a significant relationships with the combined family monthly income. The computed Chi-square value of 15.317 is higher than its critical value of 12.592 at a df of 6.

Moreover, the table shows that the parental involvement in Home-School Conferencing has a significant relationship with the combined family monthly income. The computed Chi-square value of 9.310 is higher than its critical value of 7.815 at a df of 3.

Table 8 reveals that the overall parental involvement has a significant relationship with their genders. The computed Chi-square value of 5.286 is higher than its critical value of 3.841 at a df of 1. Also, the table shows that the overall parental involvement has a significant relationship with their highest educational attainment. The computed Chi-square value of 15.448 is higher than its critical value of 11.070 at a df of 5. Further, it shows that the overall parental involvement has a significant relationship with the combined family monthly income. The computed Chi-square value of 9.503 is higher than its critical value of 7.815 at a df of 3. Previous research has supported a role for gender in the relationships parent involvement and parental warmth have with academic achievement and behavior problems (Parmar & Nathans, 2022). In addition, It was also found out that socio-economic status and parents' educational background were the main predictors of parental involvement. Previous studies reported that the parents with low socio-economic status and educational background were less engaged in their children's education (Kalayci & Oz, 2018).

**Table 8 Relationship Between the Profile of the Respondents and their Level of Parental Involvement (alpha = 0.05)**

Readiness	Chi-Square	df	Critical Value	Significance	Result
<b>A. Sustaining Motivation</b>					
1. Age	2.200	4	9.488	Not Significant	Ho Accepted
2. Gender	0.718	1	3.841	Not Significant	Ho Accepted
3. Marital Status	0.667	2	5.991	Not Significant	Ho Accepted
4. Highest Educational Attainment	4.314	5	11.070	Not Significant	Ho Accepted
5. Combined Family Monthly Income	2.880	3	7.815	Not Significant	Ho Accepted
6. Employment Status	1.529	3	7.815	Not Significant	Ho Accepted
7. Type of Children's Disability	0.444	3	7.815	Not Significant	Ho Accepted
<b>B. Coaching and Tutoring</b>					
1. Age	7.581	8	15.507	Not Significant	Ho Accepted
2. Gender	5.639	2	5.991	Not Significant	Ho Accepted
3. Marital Status	2.222	4	9.488	Not Significant	Ho Accepted
4. Highest Educational Attainment	45.747	10	18.307	Significant	Ho Rejected
5. Combined Family Monthly Income	15.317	6	12.592	Significant	Ho Rejected
6. Employment Status	5.612	6	12.592	Not Significant	Ho Accepted
7. Type of Children's Disability	10.192	6	12.592	Not Significant	Ho Accepted
<b>C. School-Based Involvement</b>					
1. Age	4.306	4	9.488	Not Significant	Ho Accepted
2. Gender	0.036	1	3.841	Not Significant	Ho Accepted
3. Marital Status	4.537	2	5.991	Not Significant	Ho Accepted
4. Highest Educational Attainment	3.016	5	11.070	Not Significant	Ho Accepted
5. Combined Family Monthly Income	1.771	3	7.815	Not Significant	Ho Accepted
6. Employment Status	3.016	3	7.815	Not Significant	Ho Accepted
7. Type of Children's Disability	1.093	3	7.815	Not Significant	Ho Accepted
<b>D. Home-School Conferencing</b>					
1. Age	0.690	4	9.488	Not Significant	Ho Accepted
2. Gender	1.787	1	3.841	Not Significant	Ho Accepted
3. Marital Status	0.115	2	5.991	Not Significant	Ho Accepted
4. Highest Educational Attainment	3.399	5	11.070	Not Significant	Ho Accepted
5. Combined Family Monthly Income	9.310	3	7.815	Significant	Ho Rejected
6. Employment Status	2.414	3	7.815	Not Significant	Ho Accepted
7. Type of Children's Disability	1.353	3	7.815	Not Significant	Ho Accepted



Overall Parental Involvement					
1. Age	4.224	4	9.488	Not Significant	Ho Accepted
2. Gender	5.286	1	3.841	Significant	Ho Rejected
3. Marital Status	1.014	2	5.991	Not Significant	Ho Accepted
4. Highest Educational Attainment	15.448	5	11.070	Significant	Ho Rejected
5. Combined Family Monthly Income	9.503	3	7.815	Significant	Ho Rejected
6. Employment Status	4.534	3	7.815	Not Significant	Ho Accepted
7. Type of Children's Disability	2.548	3	7.815	Not Significant	Ho Accepted

According to Dangle and Sumaoang (2020), parents or guardians educational attainment is one of the challenges in MDL as some parents didn't finish their studies and lack of knowledge to assist their children. Some parents have difficulty understanding and helping their child in answering their modules due to lack of knowledge and skills.

### TEST OF SIGNIFICANT DIFFERENCE

Also, it was hypothesized that the level of readiness in the areas of school administration significantly differed when grouped by its respondent groups.

**Table 9 Difference on the Level of Parental Involvement When Grouped by the Children's Disability (alpha = 0.05)**

Grouped By	df	SS	MS	F-value	P-value	Significance	Result
Disability	3	0.1215	0.0405	2.12	0.122	Not Significant	Ho Accepted
Error	26	0.4961	0.0191				
Total	29	0.6176					

The table shows that the level of parental involvement on the children with special educational needs in modular distance learning do not differ each other when grouped by the type of children's ability. The computed p-value of 0.122 is higher than its critical value 0.05, which leads to the acceptance of the null hypothesis. This means that perceived level of parental involvement does not differ each other. According to Thorton (2015), students whose parents are intently involved in their children's academics have better academic results than not dynamically applied parents. Parents actively involved are more likely to encourage the child's social, emotional, and intellectual growth (Green et al., 2007). Furthermore, children with special educational needs face diverse challenges as COVID-19 caused tremendous disruption in face-to-face educational settings. Findings revealed that the parents experience intermittent virtual socialization and psychological crisis (Toquero, 2021).

### 3. SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter presents the summary of the study's findings based on the gathered data regarding the parental involvement on Special Education students' learning using Modular Distance Learning.

#### SUMMARY

The study determined the parental involvement on Special Education students' learning using Modular Distance Learning during school year 2021 at Luray II National High School as basis for an action plan. It employed the descriptive correlational method to gather data on the parental involvement of students with special educational needs. It was conducted in Luray II National High School, Toledo City Division. This is located in Luray II, Toledo City. The study's respondents were the parents of the SpEd students, including the SpEd teacher. These respondents were chosen through the purposive sampling technique. There are 30 SpEd students enrolled in the school

year 2021-2022. The collected data were statistically treated using frequency, simple percentage, mean, standard deviation, Chi-square test of independence, and ANOVA by means of Tukey method.

#### FINDINGS

On the profile of the respondents, the study reveals that the majority of the respondents are aged 40 to 49 years old (18, 60.00%), female (19, 63.33%), married (27, 90.00%), high school graduate (9, 30.00%), earned a combined family monthly income of less than P 10,000 (20, 66.67%), temporary or contractual workers (9, 30.00%), and have a hard of hearing children (13, 43.33%).

On the level of parental involvement, the study reveals that the factor on Home-School Conferencing got the highest mean of 3.41 (Highly Involved) with a standard deviation of 0.49. Also, the study shows an aggregate mean of 3.17 [Moderately Involved] with a standard deviation of 0.50.

On the test of significant relationships, the study reveals that the overall parental involvement has a significant relationship with their genders, highest educational attainment, and combined family monthly income.

## CONCLUSION

Parents are educational partners that serve as facilitators and para-teachers in modular distance learning. They play a very important role in their child's performance in school. Based on the findings of the study, parents are moderately involved in sustaining motivation and coaching and tutoring. This means that parents take good care of their child and prioritize their needs to sustain their positive performance towards education. Parents are also actively doing their role as facilitators in MDL but they still need to get oriented about the different practices to effectively coach and tutor their child for them to learn from the comfort of their homes. In addition, parents are also highly involved in school-based activities and home-school conferencing. Parents indicated great interest in taking part in some school activities and their desire for positive communication with teachers who are involved in their child's education. Findings of this study also shows that parental involvement is consistently found to be positively associated with gender, highest educational attainment and combined family monthly income.

## RECOMMENDATIONS

Based on the findings and conclusions drawn from the collected data, the researcher recommends that the schools should conduct capability building for parents which aims to strengthen parents' involvement in school especially in their child's education. This activity should also emphasize the roles of the parents as para-teachers/facilitators at home. Furthermore, to help strengthen parents' involvement, the school should allow parents to work collaboratively with the teachers in the planning of classroom activities, school events, gatherings, and the like.

## 4. OUTPUT OF THE STUDY

### ACTION PLAN

The researcher proposed a plan of action to strengthen parents' level of engagement in MDL. It follows a distinct methodology that define goals and objectives. This action plan includes information such as school's improvement goals, specific actions or strategies to undertake, the roles and responsibilities assigned to faculty and staff, the project timeline or the deadlines to be met, the resources allocated to its execution, the growth targets expected to be achieved at specific stages of the plan's execution and the data or other forms of evidence that will be collected for the purposes of evaluation.

### Rationale

Parental involvement in the academic life of a student in SpEd is a powerful tool in achieving high academic performance and in bridging achievement gaps. Parents' active involvement in their children's education has a positive and noteworthy impact on children's lives, including their development, behavior, motivation and performance. The purpose of this action plan is to strengthen the involvement of parents in their children's academic performance. This has been emphasized and given importance since participation of parents in children's education is significantly and positively correlated with students' academic accomplishment.

### Objectives

This plan aims to:

1. strengthen parents' involvement in sustaining motivation, coaching and tutoring, school-based involvement and home-school conferencing
2. deepen awareness of the effects of parental involvement in their children's academic performance

### Scheme of Implementation

This action plan will be submitted to the school principal for perusal and approval. Once approved, a schedule of implementation will be prepared based on its time frame and resources needed.

Action Plan to Strengthen Parent's Level of Involvement									
Area of Concern	Objectives	Strategies	Persons Involve	Budget	Source of Budget	Timeframe	Expected Outcome	Actual Accomplishment	Remarks
A. Coaching and Tutoring - Utilization of different practices to effectively coach and tutor their children	Improve parents' level of assistance on student's learning process	Conduct seminars and training involving parent teacher partnership focusing on ways on how to improve students learning accomplishments.	Administrators Teachers Parents Students	30k	School MOOE, PTA Funds, Special Education Funds	Whole Year Round	Increase students' motivation and performance.  Enhance values formation leading to harmonious relationship at home extending to school and to the community		
B. Sustaining Motivation -Spend time with my children and study together	Strengthen parent-child relationship	Conduct of capability building for students with their parents/guardians	Administrators Teacher Parents Students	50,000	School MOOE PTA Funds	Once a Year	Strengthen parent-child relationship		
C. School-Based Involvement and Home-School Conferencing - Participation in planning classroom activities	Increase parents' participation in planning for positive learning outcomes	Conduct FGD and Workshops	Administrators Parents Teachers	30,000	School MOOE PTA Funds	Once a year	Parents become more responsible in their child's learning		
D. Parents involvement in MDL	Increase knowledge of parents responsibilities in MDL	Conduct orientations Create and distribute pamphlets	Administrators Teachers	20k	School MOOE	Once a year	Parents will become more knowledgeable and responsible		



## Sample infographic

**PARENTS GUIDE**

"Behind every young child who believes in himself is a parent who believed first"

- Always communicate with your child's teacher.
- Establish routines and expectations
- Help your child "own" their learning. Always guide and assist them with their school task.
- Monitor their learning progress through checking their schedule of activities or learning task to be accomplished
- Get involved in every school activity such as PTA meetings, family day, capability buildings etc.
- Begin and end the day by checking-in:
  1. What subject do you have today?
  2. How far did you get in your learning tasks today?
  3. What can I do to help?

## Sample program of implementation (timetable or calendar)

## Program of Implementation

Date	Topic	Objectives	Expected Outputs
August 15, 2022	Parents' Orientation	To orient parents about their roles and responsibilities in distance learning	Evaluation and Feedback form Reflective journal
August 25-26, 2022	Parents as partners in education (Capability Building)	To strengthen parents' involvement in their children's academic performance in school To increase knowledge on coaching and tutoring To increase parents' participation in planning for positive learning outcomes	Evaluation and feedback form Reflective journal Signed commitment form Action plan
November 11, 2022	Monitoring and Feed backing	To monitor parents' involvement in school Conduct focus group discussions to identify areas for improvement	SWOT Analysis Action plan
December 13, 2022	Family Day	To strengthen parent-child and parent-teacher relationship	Evaluation and feedback form Reflective journal